

**THE EFFECT OF USING AUTHENTIC MATERIALS ON
TEACHING SIMPLE PRESENT AND SIMPLE PAST TENSES
TO THE GRADE TENTH STUDENTS OF SMAN 1
WANADADI IN THE ACADEMIC YEAR OF 2011/ 2012**

A Thesis

Submitted as partial fulfillment of the requirements for the attainment
of a *Sarjana Pendidikan* Degree in English Language Education



By

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**THE EFFECT OF USING AUTHENTIC MATERIALS ON TEACHING
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TENTH STUDENTS OF SMAN 1 WANADADI IN THE ACADEMIC
YEAR OF 2011/ 2012**



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MOTTOS

"Jika Tuhan memberimu roti yang keras, maka Dia pasti memberimu gigi yang kuat"

"There is an ease behind a difficulty"

- Qs. Al Insyiroh 94:6-

DEDICATIONS

I dedicate this thesis to:

- 1. My beloved mother and father
For their endless support, love, and prayers*
- 2. My beloved wife for everything*
- 3. My beloved son Arsyandana Rafa Hartanta for
being a perfect gift in my life*
- 2. My younger brother for his support*

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The Researcher
Kurnia Cuk Hartanta

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ABSTRACT

This study is aimed to find out the effect of using authentic materials on the students' simple present and simple past tenses mastery at SMA N 1 Wanadadi. It tries to reveal whether there is a significant difference in the simple present and simple past tenses mastery of the grade tenth students who are taught using authentic materials and those who are not, in the academic year of 2011/2012.

This research is classified as a quasi-experimental study. The subjects of this study were 54 students of tenth grade Classes (Class X-1 and X-4). Class X-4 was chosen as the Experimental Group which was taught using authentic materials as the treatment while Class X-1 was chosen as the Control Group which was not taught using it. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the student's initial simple present and simple past tenses mastery in the form of a test consisting of 20 questions. After a month of treatment, they were given a post-test with the same questions as the pre-test to find out whether there was a significant difference in their simple present and simple past tenses mastery after the treatment or not. The data of the pre-test and post-test of both groups were analyzed using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using Independent Samples test of t-test. The computation of the data statistics used the computer program SPSS 16.0.

The result of this study shows that there is a significant difference in the simple present and simple past tenses mastery of the students who are taught using authentic materials and those who are not. It can be seen in the result of the hypothesis testing that the t-observed (5.430) is higher than the t-table (1.68). Meanwhile, the significance value of 0.000 is less than the significance level of 0.05. Therefore, the hypothesis of this study is accepted. It means that the use of authentic materials has significant effect on the students' simple present and simple past tenses mastery.

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, mastering English as the second language is an essential thing. The main reason is because English has an important role in connecting people who have various backgrounds of language across the globe. Alongside with the advancement of technology; particularly internet and especially social media, English has become the universal language which is used by people to communicate. That is only one reason of why learning English has become more and more essential. Another reason is because any facility that we commonly find in daily life uses English as its operational language. For example we can easily find public signs which are completed with English as the 2nd operational besides the native language of the particular country where the signs located and this happens in almost every country in the world. Other things which also apply the same thing are like traffic signs, computers, internet, commercial products, memo, letter and etc. It can be shortly said that almost everything uses English as its additional operational language which is a clear evidence that English has reached the universal language title.

Based on the facts above, we can conclude that English proficiency is surely important not only as the tool to communicate but also as the basic requirement if we want to compete with other countries in the future. Therefore, putting English as a subject in the school curriculum is definitely essential. In Indonesia, English subject is commonly introduced from junior high grade,

although in big cities it is started earlier which is from elementary grade. But unfortunately, many students do not like this subject because they think it is a super hard thing to learn. This leads them to the failure in mastering English. The problem where the students find English as a difficult subject commonly emerges in the grammar mastery especially when it comes to its tenses. Almost every student admits that the grammatical tenses are the most complicated and confusing parts of English which lead them to reluctantly learn English, and if they are not close with the subject, then there is no way they will master it. In English, tenses are essential as the requirement of making good and correct sentences because they show when the events happen. If students understand about how tenses work, its chain effect will hit other aspects such as reading, writing, and speaking skills too. Students will be able to produce more organized sentences as the result.

The effects of the students' difficulties in mastering tenses can be seen in many aspects for examples; their products of writing and speaking. If they do not master the tenses, then they will not understand how to construct good English sentences; a simple logic. Tenses are essential in English in order to make any sentence produced has a clear meaning. Of course the tenses mastery is not the only problem that hampers students in mastering English, but it has always been the most general one. The fact that tenses have 16 forms makes students stay away because they are not interested at all in understanding all 16 of them. Among three categories of tenses: present, past, and future, present and past tense are the most frequently used ones in real life interaction. This is also related to the fact that

English verbs have not only one or two but three different forms which also makes the problem worse. This is where teachers should get in and encourage them to not to be scared to remember the English vocabularies especially the verbs.

Related to the fact that students seem uninterested or feel scared with tenses, there should be something to be done to solve the problem. The use of media can be a great solution to solve the problem. One type of the media that can be used for that kind of purpose are authentic materials. This is because authentic materials are things which have been produced to fulfill social purpose in the language communication. By using authentic materials it is hoped that students will be interested enough to give their full attention in receiving the materials given by teachers during the teaching-learning activity. Through authentic materials students will do a small research and produce sentences by writing it down, making use of information obtained from journals, newspapers, diaries, news, reports, and etc. This will help teachers to observe their tenses mastery, level as well as reflect their progress in learning English as a whole. Moreover, using authentic materials in the teaching-learning process will also enable teachers to attract and stimulate students' interest during the teaching-learning process which will result in a better acceptance of the materials given. When the students' interest is high enough, the process of receiving the materials given by the teacher will be maximal as well.

Authentic materials let students to have a meaningful experience in the teaching and learning process because they are real materials which can be found

pretty easily in real life. It has more impact to the students' instead of using language produced and designed solely for the classroom. Newspaper articles, advertisements, pop songs, strip cartoon, or even bus tickets that use English language will be more memorable since those things are the common things from their real life. The main purpose is of course to make the students feel interested during the teaching and learning process so that they will receive the materials given by the teacher better, which will result in better English proficiency as well. So from here we can really find how authentic materials ideal toolstoattract and educate students at the same time and the best part is, they are cheap and definitely easy to get which will not cause too much hassle for teachers when gathering them.

B. Identification of the Problem

The difficulties which hamper students in tenses mastery can also hamper the teaching and learning process which will make the students cannot receive the materials given by teachers well. That is why it is so crucial for teachers to deal with the problems with creative solutions. Another problem is sometimes teachers are confused about what to do in order to find out the causes of their students' problems which prevent them from receiving the materials given. To find out and identify students' difficulties related to tenses mastery is essential in order to find out the most proper solution. The difficulties which are faced by students can emerge because of linguistic and non-linguistic factors. In relation to the linguistic, the difficulties in mastering tenses can appear from various things such

as the students' vocabulary mastery. In some cases, students have a little interest in remembering the English words which are totally new or different from their native language words. This can affect the way they receive the whole materials which are given by teachers and may result in grammatical mistakes when producing English sentences. It is true that every language has its own system, and the system of English is very different from students' native language which in this case is *Bahasa Indonesia*, and that fact makes them feel even more reluctant in learning English.

English vocabularies mastery is the basic requirement for students to know or to get close to the language and commonly, they have inadequate vocabularies to produce good written or spoken products. It can be seen in their writing or speaking products where they tend to use or repeat the same words because of the lack of vocabularies. The use of inappropriate diction can be another cause related to their vocabulary. While for the relation to the non-linguistic factors, the students' difficulties in writing can be caused by some factors, such as media, methods, teachers, and students themselves. Once the students have no interest in remembering English vocabularies, they will also lose interest to go further in learning English and in this case, is the grammar mastery.

Related to the identification above, making students interested to the English subject will be very important and to make that mission real, media have an important role in teaching-learning process to stimulate students' interest so that they will get close to English and then voluntarily learn it without any burden because they start loving it as a fun object. Media can be considered as the devices

for transferring some information between teachers and students. Media also can provide learning experiences for students. The use of media in the English instructional process will be such a big help to create an effective and efficient teaching-learning process without forcing students to like it. However, there are many teachers who do not apply any media in their teaching-learning activities. It is maybe because some schools are still facing difficulties to provide such facilities. One of the media that can be used in teaching English generally and grammatical tenses particularly is authentic materials. The use of authentic materials influences the students' interest and motivation. This is because authentic materials are considered easy to get and affordable materials since we can take them from almost everywhere. They can be from magazines, newspapers, movies, song lyrics, letters, memos, and etc. This is of course such a big help in making students interested since they are things from real life.

Another cause of students' difficulties in mastering tenses is the teaching method of the teacher itself. Since each method has its own strengths and weaknesses, we will need to figure out the most suitable method in order to make the students understand and also get the point of the lesson. Thus, the teacher should be able to select and maybe even need to combine some appropriate methods for an instructional process. It is okay to use more than one method since the most important thing is the result of all of the effort which is more progressed students in learning English subject. Based on this fact, the teachers should use a suitable method in conducting the teaching- learning process in order to make them attentive.

The next component of the English teaching and learning is the teachers themselves. Many people say that teachers are the source of everything inside a class as well as the center of the teaching learning process inside a class. Based on how important the teachers' role is, they must have good knowledge to be delivered to the students as well as good method for delivering the knowledge itself. Teachers can be said holding a very important role in the teaching and learning process because all of the instructional processes are depended on them. Teachers can manage and control the class into a pleasant situation during the process of learning or even making the situation feels worse depending on how they handle the class and what kind of atmosphere which is created. Since the teachers are the ones in charge in directing and giving instructions to the students in the teaching and learning process to reach the learning objectives, then to have them prepared will be such an important thing to be accomplished. It is important for teachers to avoid the students' boredom, especially in teaching English subject.

The last factor which has effect on the students' difficulties in tenses mastery is of course, the students themselves. This is because of every single student has his/ her own characteristics which will affect the way he/ she studies as well as accepts the materials which are given by the teachers. As teenagers, their negative attitudes will also make the process of learning impeded. This condition depends on the background, motivation, ability, and interest of each student. That is why it will be important to attract their interest instead of forcing them to like the subject since teenagers seem to be rebellious. This fact however

leads us to find a trick to make students with various background as well as characteristic feel interested enough and throw away their reluctance to learn English as a whole which will of course affect their tenses mastery eventually.

C. Limitation of the Problem

From the identification of the problem above, it can be concluded that there are some factors that influence students' ability in tenses mastery, especially present and past tense. Those factors can emerge from linguistic and non-linguistic factors. Because of the limitation of the time and the knowledge of the researcher, this study focuses only on the effect of using authentic materials in improving students' simple present and simple past tenses mastery. The researcher chooses authentic materials as the media to improve students' tenses mastery for some reasons.

Firstly, using authentic materials is practical and they also have simple form, moreover they can be used easily in the class. Secondly, authentic materials are easily prepared because they can be taken from various sources such as newspaper, magazines, diaries, books, internet and etc. Thirdly, authentic materials can be gathered at low price which will be such a big advantage for teachers since the teachers or the school may not have to spend a lot of money by using this media.

D. Formulation of the Problem

By the virtue of the limitation of the research, the research formulates the problems as follows.

Is there any significant difference in the simple present and simple past tenses mastery between the grade tenth students of SMAN 1 Wanadadi who are taught using authentic materials and those who are not?

E. Objectives of the Research

Corresponding to the formulation of the problem, the objective of the research is to find out whether or not there is a significant difference in the simple present and simple past tenses mastery between the grade tenth students of SMAN 1 Wanadadi who are taught using authentic materials and those who are not?

F. Significance of the Study

The research is expected to give valuable contributions to teachers, students, and other researchers everywhere. The contributions are as follow:

1. The result of this research can give contributions to the English teachers to use authentic materials to improve students' simple present and simple past tenses mastery.
2. The research is expected to improve students' motivation in learning English, especially in mastering tenses.
3. For other researchers, the findings of the research are expected to give more information on using authentic materials in the English teaching- learning process.

CHAPTER II

THEORETICAL REVIEW, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

This chapter is divided into three main parts: theoretical review, conceptual framework, and research hypothesis. The theoretical review discusses the nature of grammar, authentic materials, and the advantages of using authentic materials. Then, a conceptual framework underlies the relation between the theory and the research. Meanwhile, the formulation of the hypothesis of this research is discussed in the research hypothesis. The detail is discussed as follows:

A. Theoretical Review

1. Grammar

a. Definitions of Grammar

According to Henry (1985:306) Grammar is a step toward understanding how we learn language and be taught as an attempt to build a model of kind of structure that we eventually assign to English structure. This statement implies that learning words organize into structure. A sentence is not just sequence of words, but it has a meaning that is important by receiver. If we change the words order in sentences, so it will have an effect in change meaning and how the words order themselves interaction with each other, so communication isn't run well.

Purpura (2004:6) states in his book *Assesing Grammar*: "Grammar is defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language."

Ur (1996:75) states that grammar is sometimes defined as the way words are put together to make correct sentences. This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English “I am a student” is grammatical; “I a student” and “I are a student” are not. Grammatical structure is a specific instance of grammar which is usually called as “structure”. Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. Not all languages, of course, have the same structures. The English verb has “aspects” for example is the difference between English and *BahasaIndonesia*’s structure. Indonesia structure uses the same verbs to express the events in the different time. On the contrary, English have many verbs (irregular and regular verbs) that are used in different time. It is called tenses. For example:

Indonesian structure	English structure
1. Devi bermain scrable setiap hari.	1. Devi plays scrable everyday.
2. Devi sedang bermain scrable di kamar sekarang.	2. Devi is playing scrable in the room now.
3. Devi bermain scrable kemarin pagi.	3. Devi playedscrable yesterday morning.

Generally, grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige

forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of no prestige forms. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. The communicative competence model balances these extremes. The model recognizes that over grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

Based on some of the statements and definitions of grammar, writer concludes that grammar is a rule of language which is used to construct and build a sentence with the utterances. Grammar is also an organized sentence of words to express a meaning which are thought and felt. On the other hand, grammar is the early basic to manage and to control in constructing or building the sequences of word to be sentence so the sentence has a good meaning for receiver. As we now that in learning a foreign language, without having a good knowledge in grammar of that language, someone will get problem and have many difficulties to make meaningful sentences. Besides, we also have a problem in expressing what we want, what we do and other, especially in written and oral. Different from that, if we have more knowledge about grammar even we master of the English grammar, we will be easy for them to understand what we meant. The function of it is to control whether we make mistake or not.

b. Definition of English Grammatical Tenses

Tenses is a part of grammar and it is a system which we use to refer to time; past, present, and future. According to Lyons (1995:132), the term tenses is derived from the Latin word '*tempus*' which means time. Many languages use tense to talk about time. In English, we use tense as a method that we use to indicate time. Other languages may have no tenses, but of course they can still talk about time using different methods. Greenbaum (1990:47) defines that tense is a grammatical category that is realized by verb inflection. So it means that any of the forms of a verb, may be used to indicate the time of the action. Meanwhile,

Hornby (1975:78) states that tenses refers to an action, activity or state may occur in past, present, and future.

From the statements above, basically they have some opinions about tenses. The description of verb form differs according to the way how tenses is interpreted. The most common interpretation of tense is semantic interpretation and the other is based on the verb form itself. On the basis of semantic interpretation, most grammarians present three tense systems; present, past, and future. Each of them expresses time in relation to a particular point in the present, past and future respectively. These different tenses are signaled by verb ending or by their auxiliary verb.

1. Present Tense

a. Definition, function and types of present tense

Present means now, and present tense means an English tense which uses first form of verb in the sentences. The function of present tense is to express an action that is currently going on or habitually performed, or a state that currently or generally exists. The present tense *may* refer to an action or event that is ongoing or that takes place at the present moment. However, because the present tense in English can also be used to express a range of other meanings (including references to past and future events, depending on the context), it is sometimes described as being "unmarked for time." Present tense has four forms; they are simple present, present continuous, present perfect, and present perfect continuous tenses. Two of them, simple present and present continuous which are the focus of this study, are discussed in details in the following sub section.

b. Simple Present Tense

Simple present tense is used in writing or talking about general truth, habitual activities which is often followed with adverbial expressions as frequency such as usually, everyday, often, and etc; or activities which are repeated continuously. The main complication of simple present is the addition of –s to the last part of a verb if the subject is a singular noun or he/ she/ it. But if the subject is plural such as they/ we/ I/ you, then there is no need to add –s at the end of the verb. But that's for verbal sentence, while for nominal sentence it uses present form of to-be. For singular subject like he/ she/ it, the to-be should be “is”, while for plural subjects like they/ we/ I/ you, the to-be should be “are” and “am” for I.

1. Affirmative Statement of Simple Present Tense

Thomson and Martinet (1986:159) state that in the affirmative statement, the simple present tense has the same form as the infinitive adds an ‘s’ for third singular. Also for the first and the second singular person as well, while for the plural is without s. And if the 3rd person is singular i.e he, she, it; we add ‘s’ or ‘es’ to the main verb. There are two types of sentences in English that define the use of verb or to be: verbal and nominal sentences. Verbal sentence is a linguistic term that refers to a sentence with verbal or we can it is general type of sentence. While nominal sentence is a linguistic term that refers to a nonverbal sentence or a sentence without a verb, therefore we add to be as the substitute of verbs.

Here below are patterns for simple present tense categorized by the types of sentence which are verbal and nominal.

Verbal

Subject + Verb 1 (s/ es)

For example:

- I play football every day.
- You play football every day.
- They play football every day.
- He plays football every day.
- She plays football every day.

Nominal

Subject + Am/ Is/ Are/

For example:

- I am smart.
- You are smart.
- We are smart.
- They are smart.
- He is smart.
- She is smart.

2. Negative Statement of Simple Present Tense

Negative statements in the simple present tense include the words “do not/ does not”. But that is for verbal sentence, while for nominal one, to-be is used to replace the job of “do/ does” and “do not/ does not”.

Verbal

Subject + do not/ does not (depending on the subject)

For example:

- I do not play football every day.
- You do not play football every day.
- They do not play football every day.
- He does not play football every day.
- She does not play football every day.

Nominal

The negative sentence in nominal type is formed by adding “not” after the ‘to be’.

Subject + Am/ Is/ Are (depends on the subject)

For example:

- I am not smart.
- You are not smart.
- They are not smart.
- He is not smart.
- She is not smart.

3. Interrogative Statement of Simple Present Tense

The interrogative form is also using auxiliary do and does and they are placed before the subject in order to form an interrogative sentence.

Verbal

Do/ does (not) + subject + V1 + (...) ?

For example:

- Do you play football every day?

- Do they play football every day?
- Does he play football every day?
- Does she play football every day?

Nominal

Am/ Is/ Are (not) + subject + (...) ?

For example

- Are you smart?
- Are they smart?
- Is he smart?
- Is she smart?

2. Past Tense

a. Definition, Function and Types of Past Tense

Past tense is a tense used to describe actions or events which took place in the past or the used of the past form to refer to past events. While Wren and Martin defined a verb that refers to past time is said to be in the past tense. It should be clear from the definition that past tense is used to indicate something that happened in the past and this is showed by the past form of the verb. Wren and Martin mentioned the past tense has the four forms; they are simple past, past continuous, past perfect, and past perfect continuous tenses. Two of them which are simple past and past continuous which are the focus of this study are discussed in details in the following sub section.

b. Simple Past Tense

According to Weiner (1990:74), simple past tense describes an action or situation that began and ended in the past. Simple past tense is classified into two types which are the simple tense in regular verb and the one in irregular verb. Firstly, for the regular verb, the past form is made by adding –EDD to the verb. The examples are (walked, worked, opened ...). For irregular verbs, the past forms are more or less idiosyncratic, the examples are (write-wrote, catch-caught). The same form is used for all people except with the verb “be” (was and were). It depends on the subject. Was is used for I, she, he, it and were used for you, we, they. Negative statements and yes/ no questions in the simple past tense included the word “did” and “did not” and the verb form used is the simple form of the verb.

1. Affirmative Statement of Simple Past Tense

The affirmative statement of the simple past tense has similar or almost the same formula as the simple present tense. The difference is, if the simple present tense uses V1 then simple past tense uses V2.

Verbal

Subject + V2 (regular/ irregular)

For example (irregular):

- I played football yesterday.
- You slept in my house two days ago.
- We kicked a ball an hour ago.
- He drank a lot of water this morning.

- She borrowed my money a month ago.

As you can see from the examples above, you see regular and irregular verbs. Regular: played, kicked, borrowed, and irregular: slept and drank.

Nominal

Subject + was/ were

For example:

- I was lazy.
- You were lazy.
- They were lazy.
- He was lazy.
- She was lazy.

2. Negative Statement of Simple Past Tense

Unlike the negative statement of simple present tense which includes 'do not & does not', the negative statement of the simple past tense includes only 'did not'. And for the nominal sentence, 'to be' is used to cover the job of verbs.

Verbal

Subject + did/ did not + V1

For example:

- I did not play football yesterday.
- You did not play football yesterday.
- They did not play football yesterday.
- He did not play football yesterday.

- She did not play football yesterday.

Nominal

Subject + was/ were + not

For example:

- I was not lazy.
- You were not lazy.
- They were not lazy.
- She was not lazy.

3. Interrogative statement of simple past tense

The interrogative form of simple past tense is also using only one auxiliary which is 'did' and it is placed before the subject in order to form an interrogative sentence.

Verbal

Did + subject + V1 + (...) ?

For example:

- Did you play football yesterday?
- Did they play football yesterday?
- Did she play football yesterday?
- Did he play football yesterday?

Nominal

Nominal

Was/ were + subject + adjective?

For example:

- Were you lazy?
- Were they lazy?
- Was she lazy?
- Was he lazy?

2. Authentic Materials

a. Definitions of Authentic Materials

Authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life and that are not artificially constrained to be used in language classes but amenable and adaptable to exploitation for language teaching purpose (Kilickaya, 2004). By using authentic materials it is hoped that teachers will be able to create an interesting as well as fun teaching and learning process which will make their students maximally receive the materials which are given. There are three important points within this definition of authenticity of materials.

The first point is; authentic materials are natural in terms of real life and meaningful communication with their cultural values (Kilickaya, 2004; Oguz and Bahar, 2008:330). Second point is; related to the application of authentic materials, they are practical, useful, and interesting to the learners (Riddle, 2001:2010). The third point is; the use of authentic materials appropriates with learners' objective, needs, age, and interest (Kilickaya, 2004; Hwang, 2005:8).

So from the three points above it can be concluded that authentic materials are the materials which are practical, useful, interesting and already exist in real life which makes them adaptable to exploitation for language teaching purpose

b. Characteristics of Authentic Materials

Berardo (2006) provides three criteria for choosing authentic text namely suitability of context, exploitability, and readability. Readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms. Suitability of contents indicates that the text should interest the students as well as be appropriate to their needs and abilities. Bacon and Finneman (1990) add the texts should be culturally relevant to the experience of the students. In this vein, Lee (1995: 325) states that “a careful and wise selection of materials focused on learners is a must if we want a positive response from them”. Finally, exploitability refers to how the text can be used to develop the students’ competence and how the text can be exploited for teaching purposes.

Besides, variety and presentation also influence the choice of authentic materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English for Specific Purpose (ESP). One of the advantages of using texts dealing with the same subject area is that they use the same vocabulary, with the students having to make very little conscious effort to learn it. While on the contrary, the students become highly

specialized in that particular area and not in others. Whether the text looks authentic or not, is also very important when presenting it to the students. The “authentic” presentation, through the use of authentic materials, diagrams, photographs, helps put the text into a context. This helps the readers not only understand the meaning of the text better but also how it would be used. A more “attractive” text will appeal to the students and motivate them into writing. It may seem to be a very superficial aspect but the appearance of any article is the first thing that the students notice. An “attractive” looking article is more likely to grab the readers’ attention rather than a page full of type. It is so easy to just download an article from the internet and present the students a page full impersonal print, without taking any of these factors into consideration.

c. Types of Authentic Materials

A Lot of authentic materials are used in foreign language teaching. These materials can be classified depending on some characteristics into four categories. Those are authentic listening-viewing materials, authentic visual materials, authentic printed materials and realia/ real objects (Oguz and Bahar, 2008: 330; Ma, 2005: 70).

1) Authentic Listening and Viewing Materials

This category of authentic materials is used for various activities, especially listening and viewing of course. These materials include TV news programs, TV advertisements, talk shows, music videos, cartoons, movies, etc.

2) Authentic Visual Materials

This category of authentic materials is concerned only with seeing or sight activities. These materials include photographs, paintings, postcards, stamps, traffic signs, posters, web pages, etc.

3) Authentic Printed Materials

This category of authentic materials is in printed forms. These materials include newspaper or magazine articles, song lyrics, restaurants menus, tourist information brochures, etc.

d. Level of Authenticity

Brown and Menasche (2005; quoted in Tatsuki, 2006) distinguish between input authenticity and task authenticity. In regard to Brown and Menasche's perspective, materials that are not authentic in different ways are more than just useful; they are essential in language learning. Non-authentic materials are as valuable as authentic materials. Indeed there are some situations in which authentic materials are useless, especially when the learners' receptive proficiency is low.

In regard to the explanation above, it can be assumed that the input and the tasks each can have degrees or levels of authenticity. Brown and Menasche propose five levels for input of authenticity: (1) *genuine input authenticity*, (2) *altered input authenticity*, (3) *adapted input authenticity*, (4) *simulated input authenticity* and (5) *inauthenticity*. Moreover, they define three types of task authenticity: (1) genuine, (2) simulated and (3) pedagogical. Brown and Menasche view that there is probably no such thing as real task authentic; that classroom are by their nature artificial. The only genuine task authenticity for language learning

may well be total immersion in the target language environment without an instructor.

e. Advantages of Using Authentic Materials

The use of authentic materials has five main advantages. They have a positive effect on learners' motivation, provide authentic cultural information, and provide exposure to real language. Are related more closely to learners' needs, and support a more creative approach to teaching (Richards, 2001 cited in Kilickaya: 2004)

Firstly, authentic materials are claimed to bring the learners' motivation an active effect in a foreign language classroom. Learners are motivated and interested by introducing and utilizing natural authentic materials which are considered to be more interesting or stimulating than invented ones (Fei and Yu-Feng, 2008)

Second, authentic materials provide authentic cultural information. They give the readers the opportunity to gain real information and know what is going on in the world around them so that they can gain intrinsic educational values (Berardo, 2006; Martinez, 2002, cited in Oguz and Bahar, 2008: 331).

Third, authentic materials provide exposure to real language. They enable learners feel that they are learning in the target language (Berardo, 2006: 62; Kilickaya, 2004).

Fourth, Oguz and Bahar (2008) state that authentic materials are related more closely to learners' needs in the real world. Authentic materials enable the

students to be more active, develop their higher-order thinking, and get information in the expertise level. This is because the more realistic the language, the more easily it can cater the range of proficiency levels found in many classes.

The last, authentic materials support a more creative approach to teaching. Using authentic materials can be an informative manner of communication that is conducive to interactive learning. It can be effectively linked with ways of helping students to be more independent learners. For example, when students have to make prediction and guess using reference books, use authentic materials can be an effective one (Hwang, 2005)

3. Teaching Present & Past tense Using Authentic Materials

The aim of English learning according to the school-based curriculum 2006 is to achieve students' communicative competence. The students are expected to master five competencies: linguistic competencies (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (the way to communicate such as language style, politeness, etc.), discourse competence (contexts), strategic competence (the competence to overcome problems or difficulties in communication), and functional competencies (listening, speaking, reading, and writing). Those competencies can be achieved through three aspects, i.e. cognitive, psychomotor, and affective.

Teaching present and past tense with authentic materials as the media is hoped to stimulate students' interest to English subject. And the perfect way to combine the application of authentic materials in teaching present & past tense is

through writing. Writing is one of fields in English which covers the use of tenses inside it, especially present and past tense for grade tenth students of high school. Based on the preliminary observation at SMA N 1 Wanadadi, the first grade students in second semester have twelve hours to get the teaching and learning process of writing. It means that they wrote some texts twice in a month. In the class, the teachers hardly ever use interactive media in teaching and learning process especially in writing. The students just write based on what teachers asked. Then, they submit their work and wait for the correction and the feedback. However, when the students got many corrections in their work, they just accept to what the teacher evaluate on their work. Sometimes, they do not even understand what the teacher means by the marks. Exactly, the students ignore the teacher's comments and they have no motivation to ask about the teacher's comments.

And that fact above is exactly the reason of why we should use interesting as well as attractive teaching media but it should not bother or burden the teachers and authentic materials are exactly the answer for that need. In the class, the teacher use jumbled paragraphs, picture series, and rewriting activities to teach writing. The point of using authentic materials is to raise students' interest to get near to English so that they can master it as a whole since if they do not like the subject, then the obstacles in learning English will just become bigger and harder.

B. Conceptual Framework

Based on the previous discussion, there are some criteria of some effective media in teaching English present and past tense. Authentic materials, as one of the instructional media that is used in experimental group fulfill those criteria. Authentic materials are concrete, practical, and easy to get yet are familiar for students since they can be found in daily life. It can be said that authentic materials represent the real objects which give the ideas for the students in transferring their thoughts in writing which then will involve the use of English past tense when they are told to create narrative texts which are inspired from the authentic materials shown to them. Another criterion is that authentic materials have high level of availability. It means that authentic materials as media in writing already existed in many forms and types, whether they are colorful or black and white. Authentic materials also fulfill the next criterion that is practical. It means that authentic materials are easy to be used as well as maintained as media in teaching writing. Authentic materials are also easy to be served; it can be taken from books, magazines, newspapers, internet, and other resources.

It can be concluded that authentic materials as one of the instructional media which fit the requirements of the effective media in teaching writing which will involve the use of English present and past tenses. Although authentic material is a simple medium however there are some advantages of this medium. Meanwhile, the use of guided question in teaching tenses can be stated less effective due to it do not accomplish such requirements.

C. Research Hypothesis

As stated in the introduction, the aim of the research is to investigate whether or not there is a significant difference in the simple present and simple past tenses mastery between the students who are taught by using authentic materials and those who are not.

From the explanations above, the hypothesis of the research can be formulated as follows:

There is a significant difference in the students' simple present and simple past tenses mastery between those who are taught with authentic materials and those who are not.

CHAPTER III

RESEARCH METHOD

This chapter presents some issues related to research methods. This chapter is divided into five parts. They include the type of the study, subject of the study, research instruments, technique of the data collection, and data analysis. Each of them is presented in the following discussion.

A. Type of the Study

This research is a *quasi-experimental* research that is included in quantitative research. The major feature of experimental is that researchers manipulate the independent variables. This study involves two variables, the independent variable and the dependent variable. The principle is that two identical groups are selected: one is as the experimental group that is given a special treatment and the other as the control group that is not given the special treatment. Both of the groups were given different treatments after the pre-test. Then, the comparison of any differences between the two groups at the end of the experimental period may attribute to the difference in treatment. In the type of this research, both of the groups are not formed randomly. It uses two intact groups which are selected in the groups that have already been formed.

The aim of this research is to find out the solution to the problems on the students' simple present and simple past tenses mastery, thus, authentic materials media is employed. In the application of the research, two intact groups are selected. One group is selected to be the experimental group, the one which is given the treatment that is authentic materials. Meanwhile, the teacher did not

apply this media in the control group. To summarize, the design of the research can be shown in Table 1.

Table 1: **The Research Design of the Study**

Group	Pre-test	Treatment	Post-test
Control (X-1)	01	-	02
Experimental (X-4)	01	√	02

X-1 = Control Group

01 = Pre-test

X-4 = Experimental Group

02 = Post-test

√ = Treatment

A pre-test and a post-test are given to see the development of the students' simple present and simple past tenses mastery in both of the experimental and control groups. A pretest is conducted to know students' scores before the treatment is given. Meanwhile, post-test is conducted to get students' scores after the treatment is given.

B. Subjects of the Study

The subjects of the study were two groups of the grade tenth students of *Sepuluh 1* (X-1) and *Sepuluh 4* (X-4) of SMA N 1 Wanadadi. One group was the control group and the other one was the experimental group. Both of the groups had the same amount of students that were 27 students in each of the class.

Table 2: **The Distribution of the Students**

No	Class	Number
1	X - 1	27
2	X - 4	27

C. Research Instrument

The instrument used to collect the data consisted of 20 questions about simple present and past tenses. The test covers the materials of the curriculum of senior high school Grade X of the English subject.

1. Instrument for Assessing Students' Simple present and simple past tenses mastery

The instrument consisted of 20 questions about present & past tense.

Table 3: **Table of Curriculum**

Standard of Competence	Basic Competence	Indicators
Students are able to communicate in English on elementary level.	Students are able to understand daily conversation whether in professional context or in personal to non-native speaker.	<ul style="list-style-type: none"> - Students are able to understand the use of simple present tense and the use of it in their daily life. - Students are able to understand the use of simple present tense and the use of it in their daily life.

2. Validity of the Instrument

A test is considered valid if it measures what is intended to be measured. According to Kurpius and Stafford (2006: 141), validity is defined as how well a test measures what it is designed to measure. It tells what can be inferred from the test scores. The tests in this study are examined to be valid based on content and construct validity.

a. Content validity

The content validity refers to the degree to which the test actually measures, or is specifically related to the traits for which it is designed. In other words, content validity is achieved by ensuring that the content of the test fairly samples the class or fields of situations or subject matter in question. It can be also achieved by making professional judgments about the relevance and sampling of the content of the test to a particular domain. On this type of validity, the instrument must show that it fairly and comprehensively covers the domain or items that it assess to cover. The simple present and simple past tenses mastery test in this research employed content validity. It means that the test is developed in reference to the competency standard and basic competency of School Based Curriculum Year X of the 2nd semester of English Subject.

3. Reliability of Instrument

Reliability is the extent to which a test produces consistent results when administered under similar condition. A test is said reliable if it has a similar result when it is carried out to a similar group of respondents on different occasions.

In this study, the researcher employed Inter-rater Reliability. It is established when the results of the simple present and simple past tenses mastery test are assessed using subjective judgment. Inter-rater Reliability is applied to know whether the data of the score given by two assessors are reliable. The first rater is the researcher and the second rater is a senior high school English teacher. The teacher has been teaching English for years at SMA N 1 Wanadadi. According to Johnson (2000), the simplest way to determine the degree of consistency between two scores in the scoring of a test or some other performances measure is to have each scorer independently evaluate the test or performance measure and then compute a correlation coefficient between the scores provided by the different scores.

The formula that is used to measure the reliability is Person Product-Moment Correlation Formula (Tuckman, 1998: 275). It employed Bivarrate Correlation of SPSS 16.00

D. Technique of the Data Collection

To collect the data, pre-test, treatment, post-test and scoring are used. The details of the data collection technique are explained as follows.

1. Pre-test

A pre-test is a measure on some attributes or characteristics that is assessed for participants in an experiment before they receive a treatment (Creswell, 2008: 301). It is used to check the comparability of the group. In this research, the pretest is conducted in the beginning of the research before the

students are given a special treatment. It is given to the experimental and control group. These tests are used to assess and to know the students' simple present and simple past tenses mastery before the treatments. The tests consisted of 20 questions about present & past tense.

2. Treatment

Treatment is the independent variable that the researcher manipulates to determine its effect on the outcome (Creswell, 2008: 305). In this research, the treatment is done twice a week. The treatment is given to the students of X-4. In every meeting, each class is taught for 90 minutes.

The treatment for the experimental class is done by the researcher. In this class, he implements authentic materials to teach present & past tense. In the beginning of the lesson, an authentic text about daily activities of well know people is shown. And then each student has to answer questions and create their own daily activities. Starting from planning, the students are given a chance to write their ideas. They type their daily activities and then read it in front of the class. Then the researcher analyzes their simple present and simple past tenses mastery from their writing products. The researcher gives them feedback and tells them about their mistakes in picking the tenses. Here, they are asked to correct their own mistakes and errors by assistance. In the next meeting, they are asked to make an editing based on the feedback.

3. Post-test

According to Creswell (2008: 301), a post-test is a measure on some attributes or characteristic that is assessed for participants in an experiment after a treatment. The post test is conducted after the students were given a special treatment.

E. Data Analysis

There are two data analysis techniques used by the researcher. They are descriptive and inferential statistics.

1. Descriptive statistics

The descriptive statistics is aimed at describing the results of the data. It is to provide the answer to the research question formulated about whether there is a significant difference in the simple present and simple past tenses mastery between the students who are taught using authentic materials and those who are not. In this part, the researcher divides the descriptive analysis into two sub points: the first is mean and standard deviation and the second is categorization.

a. Mean and SD

A Mean is determined by adding up all of the scores and then dividing this sum by the total number of scores. Moreover, Standard Deviation (SD) is the most useful index of variability. It is a single number that represents the spread of a distribution. Like the mean, every score in the distribution is used to calculate it.

b. Categorization

To make the categorization of the scores of students' simple present and simple past tenses mastery, the ideal mean score (M_i) and the ideal standard deviation score (SD_i) should be found first. The ideal mean score is 60% of the ideal maximum score, and the ideal standard deviation score is one fourth of the ideal mean score (Nurgiyantoro, 2001:401)

There are twenty questions on the simple present and simple past tenses mastery. The results of the raw data of both groups (the experimental and control groups) are analyzed in the range of 60 - 100. The maximum score is 100 and the minimum score is 60. The M_i was 60 and the SD_i was 15. The formula is presented in Table 4.

Table 4: **Formula of Data Categorization**

Interval Scores	Five Scales
$X \geq M_i + 1,5 SD_i$	Very Good
$M_i + 0,5 SD_i \leq X < M_i + 1,5 SD_i$	Good
$M_i - 0,5 SD_i \leq X < M_i + 0,5 SD_i$	Average
$M_i - 1,5 SD_i \leq X < M_i - 0,5 SD_i$	Poor
$X < M_i - 1,5 SD_i$	Very Poor

2. Inferential Statistics

The inferential statistics is employed to make inferences about a population based on the data obtained from a sample. It is used to test the hypothesis whether there is significant difference in the simple present and simple past tenses mastery of the students who are taught using authentic materials and those who are not. The statistics used in this computation are test of normality, test of homogeneity, and test of hypothesis.

a. Normality Test

The normality test is used to see whether or not the distribution of responses to the instrument is normal. In this case, the Chi-square test is used. It is gained from the scores of pre-test and post-test. To determine the level of significance, the researcher used Chi-square test in the significance level: 0.05 from SPSS version 16.0 of windows computer program.

b. Homogeneity Test

A homogeneity test is used to analyze whether the sample variance is homogeneous or whether the two groups are in the same condition. The analysis technique used to know whether the sample variance is homogeneous or not is the Levene's test. In this study, the test of homogeneity was done using SPSS version of windows computer program. The test is considered homogeneous if the level of significance is more than 0.05.

c. Hypothesis Test

The hypothesis testing is used to see whether the hypothesis is right or not. To reveal the hypothesis which says 'there is a significant difference in the simple

present and simple past tenses mastery of the students who are taught using authentic materials and those who are not', the t-test is done in both groups.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of the descriptive analysis, inferential analysis, and discussion. The descriptive analysis describes the scores of the simple present and simple past tenses mastery of the students. The inferential analysis explains the result of pre-testing and post-testing, while the discussion describes the result of the hypothesis testing.

A. Descriptive Analysis

The descriptive analysis explains the result of the test. In this research, there are two tests which are pre-test and post-test. The data are obtained from the pre-test and post-test of the students' simple present and simple past tenses mastery in experimental and control groups. The tests consisted of 20 questions. The samples of the study are 54 students, 27 students for the experimental group and 27 students for the control group.

1. Data of the Pre-Test

The data of the pre-test consists the pre-test scores and the comparison between the result of the pre-test scores of the students' simple present and simple past tenses mastery of the experimental and control groups.

a. Data of the Pre-Test Scores of Simple Present and Simple Past Tenses Mastery of the Experimental Group

A pre-test was used to measure the students' simple present and simple past tenses mastery before the treatment was given. Table 5 gives information

about the categorization of the students' simple present and simple past tenses mastery based on the results of the pre-test scores of the experimental group.

Table 5: The Categorization of the Students' Simple Present and Simple Past

Tenses Mastery Based on the Pre-Test Scores of the Experimental Group

No	Interval	F	%	Category
1	>82.49	0	0.00	Very good
2	67.5 – 82.49	9	33.33	Good
3	52.5 – 67.49	15	55.56	Average
4	37.5 – 52.49	3	11.11	Poor
5	<37.5	0	0.00	Very Poor
Total		27	100.00	

Table 5 shows that 9 students (33,33 %) are categorized into good category, 15 students (55.56 %) into average category, 3 students (11.11 %) into poor category, and no students are in very poor category. Therefore, more than half of the students are in average category of the simple present and simple past tenses mastery. Meanwhile, the descriptive analysis of the pre-test scores of the experimental group can be seen in Table 6.

Table 6: **The Descriptive Analysis of the Pre-Test Scores of the Experimental Group**

Mean	SD	Median	Mode	Highest Score	Lowest Score	Range	Items
63.89	8.85	63	61	80	49	31	6

Table 6 shows that the mean score of the pre-test of the experimental group is 63.89. According to the table categorization of scores, the students' simple present and simple past tenses mastery of the experimental group is in average category. It is categorized into average category because it lies between the scores of 52.6 - 67.5. Meanwhile, the frequency distribution of the simple present and simple past tenses mastery can be seen in Table 7.

Table 7: The Frequency Distribution of Simple Present and Simple Past Tenses Mastery

No	Interval	Frequency	Cumulative	Relative Frequency (%)	Cumulative Frequency (%)
1	78 - 83	1	1	3.70	3.70
2	72 – 77	7	8	25.93	29.63
3	66 – 71	4	12	14.82	44.44
4	59 – 65	7	19	25.93	70.37
5	53 – 58	5	24	28.82	88.88
6	47 - 52	3	27	11.11	100.00
Total		27		100.00	

Table 7 shows that the highest frequencies of the students' score are between 72 and 77 with 7 students (25.93%) and 59 and 65 with also 7 students (25.93). The lowest frequency of the students' score is between 78 and 83 with only 1 student (3.70%).

b. Data of the Pre-Test Scores of Simple Present and Simple Past Tenses

Mastery of the Control Group

A pre-test is also given to the control group to measure the students' simple present and simple past tenses mastery. Table 8 gives information about the categorization of the students' simple present and simple past tenses mastery based on the results of the pre-test scores of the control group.

Table 8: The Categorization of the Students' Simple Present and Simple Past Tenses Mastery Based on the Pre-Test Scores of the Control Group

No	Interval	F	%	Category
1	>82.49	10	37.04	Very good
2	67.5 – 82.49	10	37.04	Good
3	52.5 – 67.49	6	22.22	Average
4	37.5 – 52.49	1	3.70	Poor
5	<37.5	0	0.00	Very Poor
Total		27	100.00	

Table 8 shows that 10 students (37.04 %) are categorized into very good category, 10 students (37.04 %) into good category, 6 students (22.22 %) into average category, 1 student (3.70) in poor category, and no student in very poor category. Therefore, the majority of the students are in very good and good categories of simple present and simple past tenses mastery. Meanwhile, the descriptive analysis of the pre-test scores of the control group can be seen in Table 9.

Table 9: The Descriptive Analysis of the Pre-Test Scores of the Control

Group

Mean	SD	Median	Mode	Highest Score	Lowest Score	Range	Items
76.96	1.26	80	89	95	47	48	6

Table 9 shows that the mean score of the pre-test of the control group is 76.96. Based on the table categorization of scores, it is categorized into good category because it lies between scores of 67.5 and 82.49. This means that the students' simple present and simple past tenses mastery of the control group is in average category. Meanwhile, the frequency distribution of the writing ability is illustrated in Table 10.

Table 10: The Frequency Distribution of Simple Present and Simple Past Tenses Mastery

No	Interval	Frequency	Cumulative	Relative Frequency (%)	Cumulative Frequency (%)
1	87 - 95	8	8	29.63	29.63
2	79 – 86	9	17	33.33	62.96
3	71 – 78	3	20	11.11	74.07
4	63 – 70	3	23	11.11	85.19
5	55 – 62	2	25	7.41	92.59
6	47 – 54	2	27	7.41	100.00
Total		27		100.00	

Table 10 shows that the highest frequency of the students' score is between 79 and 86 with 9 students (33.33%), while the lowest frequency of the students' score are between 47 and 54 with 2 students (7.41%) and also between 55 and 62 with also 2 students (7.41%).

c. Pre-Test Scores Comparison Between the Experimental and Control Groups

Table 11 presents the comparison between the pre-test scores of the students' simple present and simple past tenses mastery of the experimental and the control groups.

Table 11: Pre-Test Scores Comparison Between the Experimental and Control Groups

Group	Data	Number of Cases	Sum of Scores	Mean	SD
Experimental Group	Pre-test Scores	27	1725	63.89	8.85
Control Group	Pre-test Scores	27	2078	76.96	1.26

In reference to Table 11, the mean score of the simple present and simple past tenses mastery pre-test of the experimental group is categorized into average because it lies between 52.6 and 67.5, while the mean score of the simple present and simple past tenses mastery pre-test of the control group is categorized into

good because it lies between 57.5 and 82.9,. It means that the students' simple present and simple past tenses mastery of the experimental and control groups are categorized into average and good category. Then, based on the categorization of the students' simple present and simple past tenses mastery in the pre-test, the majority of the students, the experimental and control groups are in average and good category.

2. Data of the Post-Test

The data of the post-test consisted of the post-test scores and the comparison between the result of the students' simple present and simple past tenses mastery post-test scores of the experimental and control group. The data of the students' simple present and simple past tenses mastery is based on the result of the post-test scores which are stated as follows.

a. Data of the Post-Test Scores of Simple Present and Simple Past Tenses Mastery of the Experimental Group

A post-test was given to measure the students' simple present and simple past tenses mastery after the treatment was applied. The researcher uses the same instrument which is used in the pre-test to collect the data of the post-test scores. Table 12 gives information about the categorization of the students' simple present and simple past tenses mastery based on the results of the post-test scores of the experimental group.

Table 12: The Categorization of the Students' Simple Present and Simple Past Tenses Mastery Based on the Post-Test Scores of the Experimental Group

No	Interval	F	%	Category
1	>82.49	3	11.11	Very good
2	67.5 – 82.49	18	66.67	Good
3	52.5 – 67.49	6	22.22	Average
4	37.5 – 52.49	0	0.00	Poor
5	< 37.5	0	0.00	Very Poor
Total		27	100.00	

Table 12 shows that 3 students (11.11 %) are categorized into very good category, 18 students (66.67 %) into good category, 6 students (22.22 %) into average category, and no student in poor and very poor categories. Therefore, more than half of the students are in good category of the simple present and simple past tenses mastery. Meanwhile, the descriptive analysis of the post-test scores of the experimental group can be seen in Table 13.

Table 13: The Descriptive Analysis of the Post-Test Scores of the Experimental Group

Mean	SD	Median	Mode	Highest Score	Lowest Score	Range	Items
72.52	8.27	71	69	88	53	35	6

Table 13 notes that the mean score of the post-test of the experimental group was 72.52. According to the table categorization of scores, it is categorized into *good* category because it lies between scores of 67.6 and 82.5. This means that the students' simple present and simple past tenses mastery of the experimental group has been improved. The frequency distribution of the students' simple present and simple past tenses mastery is illustrated in Table 14.

Table 14: The Frequency Distribution of Simple Present and Simple Past Tenses Mastery

No	Interval	Frequency	Cumulative	Relative Frequency (%)	Cumulative Frequency (%)
1	83 – 88	3	3	11.11	11.11
2	77 – 82	5	8	18.52	29.63
3	71 – 76	6	14	22.22	51.85
4	65 – 70	10	24	37.04	88.89
5	59 – 64	2	26	7.41	96.30
6	53 – 58	1	27	3.70	100.00
Total		27		100.00	

Table 14 shows that the highest frequency of the students' score is between 65 and 70 with 10 students (37.04 %), while the lowest frequency of the students' score is between 53 and 58 with 1 student (3.70 %).

b. Data of the Post-Test Scores of Simple Present and Simple Past Tenses

Mastery of the Control Group

A post-test is also given to measure the students' simple present and simple past tenses mastery in the control group. Table 15 gives information about the categorization of students' simple present and simple past tenses mastery based on the results of the post-test scores of the control group.

Table 15: The Categorization of the Students' Simple Present and Simple Past Tenses Mastery Based on the Post-Test Scores of the Control Group

No	Interval	F	%	Category
1	>82.49	19	70.37	Very good
2	67.5 – 82.49	6	22.22	Good
3	52.5 – 67.49	2	7.41	Average
4	37.5 – 52.49	0	0.00	Poor
5	< 37.5	0	0.00	Very Poor
Total		27	100.00	

Table 15 shows that 19 students (70.37 %) are categorized into very good category, 6 students (22.22 %) into good category, 2 students (7.41 %) into average category, and no students in the poor and very poor categories. Therefore, more than half of the students are in very good category of the simple present and simple past tenses mastery. Meanwhile, the descriptive analysis of the post-test scores of the control group can be seen in Table 16.

Table 16: The Descriptive Analysis of the Post-Test Scores of the Control

Group

Mean	SD	Median	Mode	Highest Score	Lowest Score	Range	Items
85.81	9.67	89	92	97	59	38	6

Table 16 shows that the mean score of the pre-test of the control group is 85.81. Based on the table categorization of scores (table 15), it is categorized into very good category because it lies between scores of >82.49. This means that the students' simple present and simple past tenses mastery of the control group is considered as very good category. Meanwhile, the frequency distribution of the simple present and simple past tenses mastery can be seen in Table 17.

Table 17: The Frequency Distribution of Simple Present and Simple Past Tenses Mastery

No	Interval	Frequency	Cumulative	Relative Frequency (%)	Cumulative Frequency (%)
1	94 - 100	2	2	7.41	7.41
2	87 - 93	16	18	59.26	59.26
3	80 - 86	2	20	7.41	74.07
4	73 - 79	5	25	18.52	92.59
5	66 - 72	0	25	0	92.59
6	59 - 65	2	27	7.41	100.00
Total		27		100.00	

Table 17 shows that the highest frequency of the students' score is between >82.49 with 20 students (74.07 %), while the lowest frequency of the students' score are between the score of 52.5 and 67.49 with 2 students (7.41 %).

c. Post-Test Scores Comparison Between the Experimental and Control Groups

Table 18 presents the comparison between the post-test scores of the students' writing ability of the experimental and that of the control group.

Table 18: Post-Test Scores comparison between the Experimental and Control Groups

Group	Data	Number of Cases	Sum of Scores	Mean	SD
Experimental Group	Post-test Scores	27	2317	72.52	8.27
Control Group	Post-test Scores	27	1958	85.81	9.67

In reference to Table 19, both of the mean scores of the post-test on simple present and simple past tenses mastery of the experimental and control group lie between 67.6 and 82.5. It means that the students' simple present and simple past tenses mastery of both experimental and control group are categorized into a good category. There is an increase on the mean as many as 8.63 points in the experimental group and 8.85 points in the control group. In other words, the

increase of the mean score of the experimental group is more significant compared to the control group because it jumps from mean 63.89 to 72.52 while the control group started with higher pre-test score which is 76.96. Based on the categorization of the students' simple present and simple past tenses mastery in the post-test, the majority of the students of the experimental and the control groups are categorized into good category.

B. Inferential Analysis

The inferential analysis describes the pre-analysis and hypothesis testing. Pre-analysis test is used to measure the normality and homogeneity of the data. Meanwhile, to find out whether authentic materials have any effect on students' simple present and simple past tenses mastery or not, the *t-test* formula was applied in hypothesis testing. The discussion of the pre-analysis and hypothesis testing is presented below.

1. Pre-Analysis Testing

There are two statistical tests in the pre-analysis testing. They are the test of normality and homogeneity.

a. Test of Normality

This test is aimed to find out whether the distribution of the data is normal or not. The data is tested by using the Chi-square formula. The distribution is considered normal if Chi-square value obtained (χ^2_o) is lower than the critical value formed in the table (χ^2_t) with the significance level of 5% or if the probability value (p) is higher than 0.05.

The result of Chi-square analysis of the pre-test is shown in Table 19. Meanwhile, result of Chi-square analysis of the post-test is shown in Table 20.

Table 19: Results of the Normality Test of the Pre-test of Experimental and Control Group

Data	df	$\chi^2 o$	$\chi^2 t$	Interpretation
Pre-test of the Experimental Group	18	6.074	28.869	Normal
Pre-test of the Control Group	19	4.852	30.144	Normal

Table 19 shows the observed $\chi^2 o$ score of the experimental and control groups' pre-test are lower than $\chi^2 t$ with the significance level 0.05. Therefore, the distribution is normal.

Table 20: Results of the Normality Test of the Post-test of Experimental and Control Group

Data	df	$\chi^2 o$	$\chi^2 t$	Interpretation
Post-test of the Experimental Group	15	5.593	24.996	Normal
Post-test of the Control Group	14	12.444	23.685	Normal

Table 20 shows that the observed $\chi^2 o$ score of the experimental and control groups' pre-test are lower than $\chi^2 t$ with significance level 0.05. Therefore, the distribution was normal.

b. Test of Homogeneity

This test is aimed to find out whether or not the samples have the homogeneous variance and to show whether or not there is any significant

difference of the samples. Thus, the Levene's test is employed. The sample is said to be homogeneous if the value of F-observed (F_o) is lower than F-table (F_t) or if the probability significant level is higher than 0.05.

Using the SPSS 16.0 for windows, the results of the homogeneity test of the pre-test is presented in Table 21. Meanwhile, the result of homogeneity test of the post-test is shown in Table 22.

Table 21: Result of the Homogeneity Test of the Pre-test

Data	df₁	df₂	F_o	F_t	P_{value}	α	Interpretation
Pre-test	1	52	2.829	4.02	0.099	0.05	homogeneous

Table 21 shows that the score of F_o is lower than F_t with the significance level 0.05. Moreover, p_{value} of the pre-test is higher than the significance level 0.05. Therefore, it can be interpreted that the relationship is homogeneous.

Table 22: Result of the Homogeneity Test of the Post-test

Data	df₁	df₂	F_o	F_t	P_{value}	α	Interpretation
Post-test	1	52	0.236	4.02	0.629	0.05	homogeneous

Table 22 shows that the score of F_o is lower than F_t with significance level 0.05. In addition, p_{value} of the post-test is higher than significance level 0.05. Therefore, it can be said that the relationship is homogeneous.

2. Hypothesis Testing

After describing the normality and homogeneity of the tests, the researcher conducts the hypothesis testing to determine whether the hypothesis is acceptable or not. The hypothesis in this study says "There is a significant difference in simple present and simple past tenses mastery between the grade tenth of senior high school students who are taught using Authentic Materials and those who are not". In this analysis, the t-test formula is applied to measure the level of the difference and significance. However, the hypothesis must be changed to the null hypothesis (H_0) before the hypothesis is rejected or accepted. The null hypothesis (H_0) states that "There is no significant difference in the simple present and simple past tenses mastery between the tenth grade senior high school students who are taught using Authentic Materials and those who are not."

The hypothesis is tested by finding the mean difference between the post-test mean scores of the experimental and that of the control groups. After the mean difference is found, the *t-test* formula is applied to know whether the difference is significant or not. From the post-test, it is found that t-observed is 5.430 while t-table is 1.68. In the meantime, *t-test* shows that the p_{value} is 0.000, the significance level is 5%, and the degree of freedom is 52. Statistically, if t-observed is higher than the value of t-table, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted or there is a significant difference. However, if t-observed is lower than the value of t-table, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected or there is no significant difference.

Based on the calculation using *SPSS 16.0 for windows*, it is found that t -observed (5.430) is higher than t -table (1.68). It means that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted or there is a significant difference between the results of the post-test of experimental and the control group. The t -test result of the post-test is illustrated in Table 23.

Table 23: **Result of the t -test of the Experimental and Control Group in the Post-test**

Data	t-observed	t-table	df	p value	Interpretation
Post-test	5.430	1.68	52	0.000	Hypothesis accepted

With regard to Table 23, it is clear that p_{value} is 0.000. Statistically, if p_{value} is higher than the significance level, the null hypothesis (H_o) is accepted while alternative hypothesis (H_a) is rejected. However, if p_{value} is lower than the significance level, the null hypothesis (H_o) is rejected while the alternative hypothesis (H_a) is accepted. In this research, it is found that p_{value} (0.000) is lower than the significance level of 0.05 which means that the null hypothesis (H_o) is rejected while the alternative hypothesis (H_a) is accepted.

It can be concluded that the simple present and simple past tenses mastery of the students both in the control and experimental groups in the post-test have a significant difference. In other words, there is a significant difference in the simple present and simple past tenses mastery between the tenth grade senior of high school students who are taught using Authentic Materials media and those who are not. Thus, the proposed hypothesis which states "There is a significant

difference in simple present and simple past tenses mastery between the grade tenth of senior high school students who are taught using Authentic Materials media and those who are not" is accepted.

C. Discussion

Based on the research at SMA N 1 Wanadadi in Classes of X-1 and X-4, it is found that there is a significant difference in simple present and simple past tenses mastery between the grade tenth of senior high school students who are taught using authentic materials and those who are not. The simple present and simple past tenses mastery of the students who are taught using authentic materials and those who are not before the treatment is not the same. The students' simple present and simple past tenses mastery before taught using authentic materials are lower compared to the ones who are not. It is based on the result of the mean score and t-test in the pre-test for both of the experimental and control groups.

From the pre-test, it is found that the mean score of the control group (X1) is 76.96 and the mean score of the experimental group (X4) is 63.89. The result of the normality test shows that both of the experimental and control groups have normal distribution. Based on the homogeneity test, the result shows that both of the experimental and control group are homogenous. The t-observed (5.430) is lower than t-table (1.68). It means that there is a significant difference between the results of the pre-test of experimental and control groups. The *t-test* result can also be shown from the *p value*. It is found that *p value* (0.099) is higher than the

significance level (0.05). The simple present and simple past tenses mastery of the students both in the control and experimental group in the pre-test has no significant difference. In other words, as a control and experimental group, they are homogeneous. Thus, the homogeneity of the pre-test is a good start to get the valid and reliable results of the experiment.

Meanwhile, the result of the post-test reveals an increase of the mean score for both of the experimental group (X4) and control group (X1). However, the increase of the mean score of the experimental group is more significant than the control group. The increase of the mean score of the experimental group is 8.63, while the control group is 8.85. According to the normality test, both of the experimental and control group has normal distribution. Based on the homogeneity test, both of the experimental and control group are homogenous. Moreover, t -observed (5.430) is higher than t -table (1.68). Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted or there is a significant difference between the results of the post-test of experimental and control groups. The t -test result can also be shown from the p value. It is found that p value (0.000) is lower than the significance level (0.05). The simple present and simple past tenses mastery of the students both in the control and experimental groups in the post-test has a significant difference. It proves that the proposed hypothesis "There is a significant difference between the students who are taught using authentic materials media and those who are not" is accepted.

Based on the results of the study, teaching present & past tense using Authentic Materials media can improve the students' simple present and simple

past tenses mastery. There are some general reasons for this improvement. According to Mahfi (2006), the use of Authentic Materials offers several advantages. First, it is easy to get so that the teachers will not find any difficulty in finding Authentic Materials for their students. Kilickaya also states that they have a positive effect on learners' motivation, provide authentic cultural information, and provide exposure to real language. Are related more closely to learners' needs, and support a more creative approach to teaching. Fei and Yu-Feng also state that authentic materials are claimed to bring the learners' motivation an active effect in a foreign language classroom. Learners are motivated and interested by introducing and utilizing natural authentic materials which are considered to be more interesting or stimulating than invented ones.

It can be concluded that the use of Authentic Materials media in the experimental group can improve the students' simple present and simple past tenses mastery more than the media used in control group. Therefore, it can be stated that the use of the Authentic Materials media in teaching writing can be an alternative solution to overcome the students' difficulties in mastering English as a whole.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three main points: conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusion

The conclusion of this research study is supported by three findings. They are presented as follows:

Firstly, the mean of the pre-test of the experimental group before getting the treatment is 63.89, and after getting the treatment, the mean of the post-test is 72.52. It can be concluded that the students' simple present and simple past tenses mastery of the experimental group improves significantly from the mean score of 63.89 to 72.52. It improves as many as 8.63 points. The improvement of the students' simple present and simple past tenses mastery may be influenced by the use of authentic materials media.

Secondly, the pre-test result of the control class illustrates that the mean is 76.96 which is categorized into average category. Meanwhile, the mean score for the post-test is 85.81 and categorized into good category. It can be concluded that the students' simple present and simple past tenses mastery of the control group also improves from the mean score of 76.96 to 85.81. It improves as many as 8.85 points.

Thirdly, the post-test result notes that the mean score of the experimental class is almost as equal as the control class but its pre-test scores are lower. The

mean score of experimental group in the post-test is 72.52 while the control group is 85.81. Meanwhile, there is an improvement of the mean as many as 8.63 points in the experimental group and 8.85 points in the control group. In other words, the improvement of the mean score of the experimental group is almost as equal as the control group but with lower pre-test mean. It means that in simple present and simple past tenses mastery, the students who are taught by using authentic materials media improve more significantly from those who are not. The experimental group improves from pre-test's mean 63.89 more significantly compared to the control group which has higher pre-test's mean 76.96.

Based on the findings of the research, it can be concluded that there is a significant difference in the simple present and simple past tenses mastery of the grade tenth students of SMA N 1 Wanadadi who are taught using authentic materials media and those who are not. Based on the result of the *t-test* of the post-test, it can be stated that the *t*-observed (5.430) is higher than the *t*-table (1.68). Meanwhile, it was found that *p* value (0.000) was lower than the significance level (0.05). Therefore, the hypothesis which says: "There is a significant difference in simple present and simple past tenses mastery between the tenth Grade senior high school students who are taught using Web blog and those taught without using this media" is accepted

B. Implications

This study implies the importance of authentic materials media toward students' simple present and simple past tenses mastery. The results of the study

have proven that authentic materials significantly affect students' present and tense mastery. It strengthens the theories of teaching present & past tense is suitable with the use of media and in this case is authentic materials in order to stimulate students during the teaching and learning process so that they will not feel bored, uninterested, and etc which will definitely hamper them from receiving the materials given by the teacher well. So it is believed that using authentic materials will raise students' interest to English as a whole. Therefore, it is a good alternative for English teachers to use authentic materials media to stimulate students' simple present and simple past tenses mastery because tenses are always considered as something scary for them.

C. Suggestions

Regarding the results of the study, the interpretations, and the conclusion, some suggestions are proposed to stimulate students' simple present and simple past tenses mastery below.

1. To English teachers

In the process of teaching and learning, English teachers, especially English senior high school teachers, should select and apply appropriate materials which focus not only on the cognitive aspects of the students, but also on the other aspects such as in affective and social aspects. Authentic materials are believed as attractive media which focuses on those aspects and to be an effective way to stimulate students' simple present and simple past tenses mastery, especially for beginner and low English proficiency students. The English teachers are

suggested to use authentic materials in the process of teaching and learning in order to stimulate students' simple present and simple past tenses mastery.

2. To Students of English Education Department

It is expected for the students of English Education Department to enrich their knowledge about the use of authentic materials as an attractive teaching media in teaching learning process of English. It can help them to explore their creativity as well. Students are also suggested to reflect on their writing, especially in their mistakes, and finally produce the right forms in the process of simple writing with the correct tenses. They might be motivated to learn other various media in the teaching and learning process.

3. To Other Researchers

This study is limited only to the grade tenth students at SMA N 1 Wanadadi. It is suggested that other researchers conduct further research in the similar field/ topic, add the theories, and develop this study to action research.

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APPENDICES

Appendix 1

Research Instrument

Name:

Class:

PRE-TEST

For number 1 – 5. Complete the sentence using one of the following (Present Simple):

a)cause(s) b)run(s) c)drink(s) d)live(s) e)open(s) f)~~speak(s)~~ g)take(s) place

Example: Ann speaks France very well.

1. I never _____ coffee.
2. The swimming pool _____ at 9 o'clock in the morning.
3. Bad driving _____ many accidents.
4. My parents _____ in a very small apartment.
5. The World Cup _____ in different countries every four years.

For number 6 – 10. Complete the sentence using one of the following (present continuous):

a)come b)get c)happen d)look e)make f)start i)~~work~~

Example: You are working hard today.

6. I _____ for Christine. Do you know where she is?
7. Have you got an Umbrella? It _____ to rain.
8. Why are all these people here? What _____ ?
9. 'Are you ready, Ann?' 'Yes, I _____.'
10. It _____ dark. Shall I turn on the light?

For number 11 – 15. Complete the sentence using one of the following (past simple):

a)buy b)teach c)cost d)drink e)hurt f)sell g)~~write~~

Example: Mozart wrote more than 600 pieces of music.

11. A few months ago my father _____ me how to drive safely.
12. I was very thirsty so I _____ the water quickly.
13. We could not afford to keep our car so we _____ it.
14. Yesterday, Ann went to the department store and she _____ a brand new dress.
15. Doni _____ his leg yesterday because he was not careful.

For number 16 – 20. Use your own ideas to complete these sentences below (Past Continuous).

Example: Tom burnt his hand while he was cooking the dinner.

16. The doorbell rang when I _____.
17. We saw an accident while we _____.
18. Mary fell asleep while she _____.
19. I came to the shop when someone _____.
20. I did not know about the accident because I _____ at that time.

Appendix 2

Course Grid

**COURSE GRID OF TEACHING AND LEARNING PROCESS OF PRESENT & PAST TENSE MASTERY
FOR THE TENTH GRADE STUDENTS OF SMA N 1 WANADADI IN THE ACADEMIC YEAR OF 2011/2012**

Meeting	Standard of Competence	Basic Competence	Materials	Input Text	Activities	Indicators	Time
Meeting 1	Students are able to communicate in English on the Elementary level.	Students are able to understand daily conversation whether in professional context or in personal to non-native speaker.	1. Stephen King's daily activities 2. Barrack Obama's daily activities 3. Simple present tense pattern S+V1	Narrative Texts	Opening 1. The teacher greets students. 2. The teacher and students pray. 3. The teacher check attendance list. 4. The teacher and students discuss anything related to students' situation. 5. The teacher asks students about their daily activities. Main Activity 1. The Teacher reviews the previous materials. 2. The teacher gives the	<ul style="list-style-type: none"> • Students are able to mention their daily activities at home or school. • Students are able to mention their daily activities at home or school. • Students are able to tell their daily activities by using simple present tense. 	2 x 45'

					<p>new materials which are daily activities of well known people (authentic materials).</p> <p>Pre Reading</p> <p>1. The teacher shows daily activities sample which is found in real life and after that the teacher lets students to guess what daily activities are in the text shown before. (Section A).</p> <p>During the Reading</p> <p>1. The teacher asks the students to read the text which is given before.</p> <p>2. The teacher asks the students to do</p>		
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					<p>the exercises based on the text. (Section B).</p> <p>3. The teacher teaches simple present tense.</p> <p>4. The teacher asks the students to find the difficult words. (Opening dictionary is not allowed).</p> <p>5. The teacher and students discuss the answers of the questions (Opening dictionary is allowed).</p> <p>Post Reading</p> <p>1. The teacher asks the students to do section C.</p> <p>Closing</p> <p>1. The teacher asks the students about their difficulties</p>		
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					during the lesson. 2. The teacher concludes the teaching materials. 3. The teacher and the students pray and say goodbye.		
Meeting 2	Students are able to communicate in English on the Elementary level.	Students are able to write short message whether in direct interaction or through tools.	- Memos - Simple present tense pattern S+V1		Opening 1. The teacher greets students. 2. The teacher and students pray. 3. The teacher check attendance list. 4. The teacher and students discuss anything related to students' situation. 5. The teacher asks students about memo whether they know what it is or not. Main Activity 1. The Teacher	<ul style="list-style-type: none"> • Students are able to understand short message in written form. • Students are able to understand several samples of short message in their real life. 	2 x 45'

					<p>reviews the previous materials.</p> <p>2. The teacher gives the text and answer sheet.</p> <p>Pre Reading</p> <p>1. The teacher shows memo sample which is found in real life and lets the students to answer the memo's content.</p> <p>During the Reading</p> <p>1. The teacher asks the students to read the text which is given before</p> <p>2. The teacher asks the students to do the exercises based on the text.</p> <p>3. The teacher teaches present continuous</p>		
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					<p>tense.</p> <p>4. The teacher asks the students to find the difficult words. (Opening dictionary is not allowed)</p> <p>5. The teacher and students discuss the answers of the questions (Opening dictionary is allowed)</p> <p>Post Reading</p> <p>1. The teacher asks the students to do section C</p> <p>Closing</p> <p>1. The teacher asks the students about their difficulties during the lesson</p> <p>2. The teacher concludes the teaching materials</p>		
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					3. The teacher and the students pray and say goodbye		
Meeting 3	Students are able to communicate in English on the Elementary level.	Students are able to identify a job and their educational background	<ul style="list-style-type: none"> - My memorable trip to Singapore - Simple past tense pattern: S+V2 	Recount Texts	<p>Opening</p> <ol style="list-style-type: none"> 1. The teacher greets students. 2. The teacher and students pray. 3. The teacher check attendance list. 4. The teacher and students discuss anything related to students' situation. <p>Main Activity</p> <ol style="list-style-type: none"> 1. The Teacher reviews the previous materials. 2. The teacher gives the text and answer sheet. 3. The teacher divides the students into several small groups and 	<ul style="list-style-type: none"> • Students are able to understand short message in written form. • Students are able to understand several samples of short message in their real life. 	2 x 45'

					<p>gives them the text and answer sheets.</p> <p>Pre Reading</p> <p>1. The teacher shows true past life experience which is found in real life.</p> <p>During the Reading</p> <p>1. The teacher asks the students to read the text which is given.</p> <p>2. The teacher asks the students to do the exercises based on the text.</p> <p>3. The teacher teaches simple past and past continuous tense.</p> <p>4. The teacher asks the students to find the difficult words.</p> <p>(Opening</p>		
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					<p>dictionary is not allowed)</p> <p>5. The teacher and students discuss the answers of the questions (Opening dictionary is allowed)</p> <p>Post Reading</p> <p>1. The teacher asks the students to do section C</p> <p>Closing</p> <p>1. The teacher asks the students about their difficulties during the lesson</p> <p>2. The teacher concludes the teaching materials</p> <p>3. The teacher and the students pray and say goodbye</p>		
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Meeting 4	Students are able to communicate in English on the Elementary level.	Students are able to write short message whether in direct interaction or through tools.	<ul style="list-style-type: none"> - Curriculum vitae. - Simple present tense pattern S+V1 - Simple past tense pattern S+V2 	Letter	<p>Opening</p> <ol style="list-style-type: none"> 1. The teacher greets students. 2. The teacher and students pray. 3. The teacher check attendance list. 4. The teacher and students discuss anything related to students' situation. 5. The teacher asks students about curriculum whether they know what it is or not. <p>Main Activity</p> <ol style="list-style-type: none"> 1. The Teacher reviews the previous materials. 2. The teacher gives the text and answer sheet. <p>Pre Reading</p> <ol style="list-style-type: none"> 1. The teacher 	<ul style="list-style-type: none"> • Students are able to understand short message in written form. • Students are able to understand several samples of short message in their real life. 	2 x 45'
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					<p>shows curriculum vitae sample which is found in real life and lets the students to answer the curriculum vitae's content.</p> <p>During the Reading</p> <ol style="list-style-type: none"> 1. The teacher asks the students to read the text which is given before 2. The teacher asks the students to do the exercises based on the text. 3. The teacher teaches simple past tense. 4. The teacher asks the students to find the difficult words. <p>(Opening dictionary is not allowed)</p>	
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					<p>5. The teacher and students discuss the answers of the questions (Opening dictionary is allowed)</p> <p>Post Reading</p> <p>1. The teacher asks the students to do section C</p> <p>Closing</p> <p>1. The teacher asks the students about their difficulties during the lesson</p> <p>2. The teacher concludes the teaching materials</p> <p>3. The teacher and the students pray and say goodbye</p>		
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Appendix 2

Lesson Plans

LESSON PLAN 1

School	: SMA N 1 Wanadadi
Subject	: English
Class	: X-4 (Sepuluh empat)
Theme	: Daily activity
Skill	: Reading
Time	: 2 x 45 minutes

A. Standard of Competence

Students are able to communicate in English on the Elementary level.

B. Basic of Competence

Students are able to understand daily conversation whether in professional context or in personal to non-native speaker.

C. Indicators

- Students are able to mention their daily activities at home or school.
- Students are able to understand simple present tense.
- Students are able to tell their daily activities by using simple present tense.

D. Teaching objectives

- Students are able to tell their daily activities at home or school.
- Students are able to understand simple present tense and the use of it in their daily activities.
- Students are able to tell their own daily activities by using simple present tense.

E. Teaching Materials

1. Stephen King's daily activities as a model.



“There are certain things I do if I sit down to write,” he said. “I have a glass of water or a cup of tea. There’s a certain time I sit down, from 8:00 to 8:30, somewhere within that half hour every morning,” he explained. “I have my vitamin pill and my music, sit in the same seat, and the papers are all arranged in the same places. The cumulative purpose of doing these things the same way every day seems to be a way of saying to the mind, you’re going to be dreaming soon.

“It’s not any different than a bedtime routine,” he continued. “Do you go to bed a different way every night? Is there a certain side you sleep on? I mean I brush my teeth, I wash my hands. Why would anybody wash their hands before they go to bed? I don’t know. And the pillows are supposed to be pointed a certain way. The open side of the pillowcase is supposed to be pointed in toward the other side of the bed. I don’t know why.”

Lisa Rogak, [*Haunted Heart: The Life and Times of Stephen King*](#)

(Thanks to St. Martin’s Press/Thomas Dunne Books.)

2. Barack Obama’s daily activities as the text input.



Although his presidency is barely a week old, some of Mr. Obama’s work habits are already becoming clear. He shows up at the Oval Office shortly before 9 in the morning, roughly two hours later than his early-to-bed, early-to-rise predecessor. Mr. Obama likes to have his workout — weights and cardio — first thing in the morning, at 6:45. (Mr. Bush slipped away to exercise midday.)

He reads several papers, eats breakfast with his family and helps pack his daughters, Malia, 10, and Sasha, 7, off to school before making the 30-second commute

downstairs — a definite perk for a man trying to balance work and family life. He eats dinner with his family, then often returns to work; aides have seen him in the Oval Office as late as 10 p.m., reading briefing papers for the next day.

[*New York Times*](#), January 28, 2009

F. Teaching Method

- Three phase technique

G. Teaching Procedure

Opening

1. The teacher greets students.
2. The teacher and students pray.
3. The teacher check attendance list.
4. The teacher and students discuss anything related to students' situation.
5. The teacher asks students about their daily activities.

Main Activity

1. The Teacher reviews the previous materials.
2. The teacher gives the new materials which are daily activities of well known people (authentic materials).

Pre Reading

1. The teacher shows daily activities sample which is found in real life and after that the teacher lets students to guess what daily activities are in the text shown before. (Section A).

During the Reading

1. The teacher asks the students to read the text which is given before.

2. The teacher asks the students to do the exercises based on the text. (Section B).
3. The teacher teaches simple present tense.
4. The teacher asks the students to find the difficult words. (Opening dictionary is not allowed).
5. The teacher and students discuss the answers of the questions (Opening dictionary is allowed).

Post Reading

1. The teacher asks the students to do section C.

Closing

1. The teacher asks the students about their difficulties during the lesson.
2. The teacher concludes the teaching materials.
3. The teacher and the students pray and say goodbye.

H. Source:

1. Course book.
2. Magazine: *New York Times*.

I. Assessment

1. Technique : Individual.
2. Form : Written (questions).
3. Instruction : Enclosed.

J. Assessment Guidance

Assessment : Individual work : - 3 scores for every perfect answer.
- 2 scores for medium false leveled answer.
- 1 Score for high false leveled answer.
- 0 for all wrong answer.

Maximum score : $3 \times 10 = 30$

Maximum result : 10

$$\text{Scoring} = \frac{\text{Student's score}}{\text{Maximum Score}} \times 100$$

LESSON PLAN 2

School	: SMA N 1 Wanadadi
Subject	: English
Class	: X-4 (Sepuluh empat)
Theme	: Memo
Skill	: Reading
Time	: 2 x 45 minutes

A. Standard of Competence

Students are able to communicate in English on the Elementary level.

B. Basic of Competence

Students are able to write short message whether in direct interaction or through tools.

C. Indicators

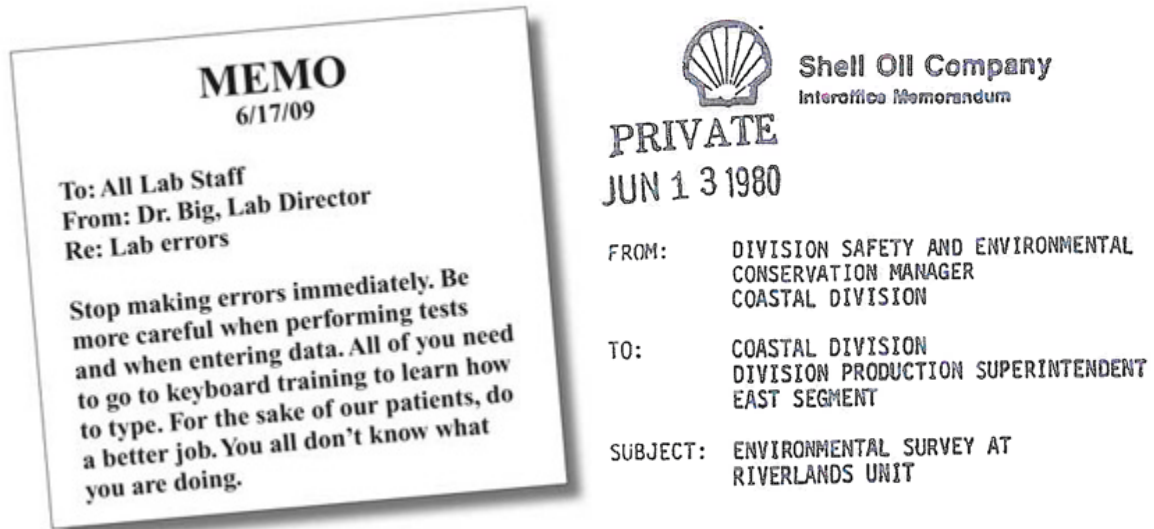
- Students are able to understand short message in written form.
- Students are able to understand several samples of short message in their real life.

D. Teaching objectives

- Students are able to makes short message in written form.
- Students are able to find short message and implement them in real life.

E. Teaching Materials

1. Memos



F. Teaching Method

- Three phase technique

G. Teaching Procedure

Opening

1. The teacher greets students.
2. The teacher and students pray.
3. The teacher check attendance list.
4. The teacher and students discuss anything related to students' situation.
5. The teacher asks students about memo whether they know what it is or not.

Main Activity

1. The Teacher reviews the previous materials.
2. The teacher gives the text and answer sheet.

Pre Reading

1. The teacher shows memo sample which is found in real life and lets the students to answer the memo's content.

During the Reading

1. The teacher asks the students to read the text which is given before
2. The teacher asks the students to do the exercises based on the text.
3. The teacher teaches present continuous tense.
4. The teacher asks the students to find the difficult words. (Opening dictionary is not allowed)
5. The teacher and students discuss the answers of the questions (Opening dictionary is allowed)

Post Reading

1. The teacher asks the students to do section C

Closing

1. The teacher asks the students about their difficulties during the lesson
2. The teacher concludes the teaching materials
3. The teacher and the students pray and say goodbye

H. Source:

1. Course book
2. Images of memo from real life

I. Assessment

1. Technique : Individual

2. Form : Written (questions)

3. Instruction : Enclosed

J. Assessment Guidance

Assessment : Individual work : - 3 scores for every perfect answer
- 2 scores for medium false leveled answer
- 1 Score for high false leveled answer
- 0 for all wrong answer

Maximum score : $3 \times 10 = 30$

Maximum result : 10

$$\text{Scoring} = \frac{\text{Student's score}}{\text{Maximum Score}} \times 100$$

LESSON PLAN 3

School	: SMA N 1 Wanadadi
Subject	: English
Class	: X-4 (Sepuluh empat)
Theme	: Memorable Experience
Skill	: Reading
Time	: 2x45 minutes

A. Standard of Competence

Students are able to communicate in English on the Elementary level.

B. Basic of Competence

Students are able to identify a job and their educational background.

C. Indicators

- Students are able to understand short message in written form.
- Students are able to understand several samples of short message in their real life.

D. Teaching objectives

- Students are able to tell a story based on past experiences.
- Students are able to review simple past and past continuous tense.

E. Teaching Materials

2. My memorable trip to Singapore



Before coming to Singapore, I did some research to find out more about this “Garden City”. Singapore has a population of about 6 million people, these people comprises different racial groups. These are the Chinese, Malay, Indian and Caucasian. They are all living peacefully without any racial discrimination and crimes hardly happen in this place.

There is a variety of food in Singapore, a mixture of Southeast Asian countries’ delicacies. The food that I like the most is the curry puff, it is a Malay traditional which looks like a Chinese dumpling. It is a small pie consisting of specialized curry with chicken and potatoes in a deep-fried or baked pastry shell. It was mouth-watering!

The Singapore Zoo, one of the biggest zoos in the world, is really a good place to gain knowledge. There are more than 300 species of animals in the zoo and some of them are animals that are facing extinction. The zoo is so big that they provided sightseeing bus for the tourists who are tired.

F. Teaching Method

- Three phase technique

G. Teaching Procedure

Opening

1. The teacher greets students.
2. The teacher and students pray.

3. The teacher check attendance list.
4. The teacher and students discuss anything related to students' situation.

Main Activity

1. The Teacher reviews the previous materials.
2. The teacher gives the text and answer sheet.
3. The teacher divides the students into several small groups and gives them the text and answer sheets.

Pre Reading

1. The teacher shows true past life experience which is found in real life.

During the Reading

1. The teacher asks the students to read the text which is given.
2. The teacher asks the students to do the exercises based on the text.
3. The teacher teaches simple past and past continuous tense.
4. The teacher asks the students to find the difficult words. (Opening dictionary is not allowed)
5. The teacher and students discuss the answers of the questions (Opening dictionary is allowed)

Post Reading

1. The teacher asks the students to do section C

Closing

1. The teacher asks the students about their difficulties during the lesson
2. The teacher concludes the teaching materials

3. The teacher and the students pray and say goodbye

H. Source:

1. Course book
2. Internet: www.myadventures.com

I. Assessment

1. Technique : Individual
2. Form : Written (questions)
3. Instruction : Enclosed

J. Assessment Guidance

Assessment : Individual work : - 3 scores for every perfect answer
- 2 scores for medium false leveled answer
- 1 Score for high false leveled answer
- 0 for all wrong answer

Maximum score : $3 \times 10 = 30$

Maximum result : 10

$$\text{Scoring} = \frac{\text{Student's score}}{\text{Maximum Score}} \times 100$$

LESSON PLAN 4

School	: SMA N 1 Wanadadi
Subject	: English
Class	: X-4 (Sepuluh empat)
Theme	: Curriculum Vitae
Skill	: Reading
Time	: 2x45 minutes

A. Standard of Competence

Students are able to communicate in English on the Elementary level.

B. Basic of Competence

Students are able to write short message whether in direct interaction or through tools.

C. Indicators

- Students are able to understand short message in written form.
- Students are able to understand several samples of short message in their real life.

D. Teaching objectives

- Students are able to make reservation letter in written form.
- Students are able to review past tense.

E. Teaching Materials

1. Curriculum Vitae

Claire HUNG

Family name: HUNG (洪)
Given name: Huei-Lin (慧玲)
Nationality : Taiwan, Republic of China
Date-of-birth: 08/16/1974
Language : Mandarin(Native), English(Fluent),
Taiwanese(Fluent), German(Good)



Core Competency:

➤ Product Marketing Management

Experienced with product definition and product realization. Familiar with product life cycle control, and quality ensuring. Good knowledge of marketing vehicles. Proved ability and skill in coordination with product/ quality team and sales/ marketing team.

➤ Project Management

Global project experience in different fields; complete experience in country/regional/global headquarter level. Positive and communicative interpersonal skills to lead projects. Experienced and mature personality to deal with uncertainty and risk management..

➤ Business Development & E-Business

Thorough experience of new business development, including market opportunity and competition survey, business target and budget planning, forecast and performance review. Successfully introduced Wireless Module and Cordless Phone businesses and set up E-Business to Siemens Telecom Taiwan.

➤ Cross-Culture Business Operation

Combination of academic MBA thesis research of east and west business culture and practical experience in post merger integration. Insights of cross-culture business operation in sales, marketing, and product development.

Education:

- 2004-2005 MBA – International Industrial Management – Esslingen University of Applied Science- Germany
- 1992-1996 Bachelor - Public Administration - National Taipei University
- 1989-1992 The Affiliated Senior High School of National Taiwan Normal University

F. Teaching Method

- Three phase technique

G. Teaching Procedure

Opening

1. The teacher greets students.
2. The teacher and students pray.
3. The teacher check attendance list.
4. The teacher and students discuss anything related to students' situation.
5. The teacher asks students about curriculum vitae whether they know what it is or not.

Main Activity

1. The Teacher reviews the previous materials.
2. The teacher gives the text and answer sheet.

Pre Reading

1. The teacher shows curriculum vitae sample which is found in real life and lets the students to answer the curriculum vitae's content.

During the Reading

1. The teacher asks the students to read the text which is given before
2. The teacher asks the students to do the exercises based on the text.
3. The teacher teaches simple past tense.
4. The teacher asks the students to find the difficult words. (Opening dictionary is not allowed)

5. The teacher and students discuss the answers of the questions (Opening dictionary is allowed)

Post Reading

1. The teacher asks the students to do section C

Closing

1. The teacher asks the students about their difficulties during the lesson
2. The teacher concludes the teaching materials
3. The teacher and the students pray and say goodbye

H. Source:

1. Course book
2. Images of curriculum vitae.
3. Grammar In Use

I. Assessment

1. Technique : Individual
2. Form : Written (questions)
3. Instruction : Enclosed

J. Assessment Guidance

Assessment : Individual work : - 3 scores for every perfect answer
- 2 scores for medium false leveled answer
- 1 Score for high false leveled answer

- 0 for all wrong answer

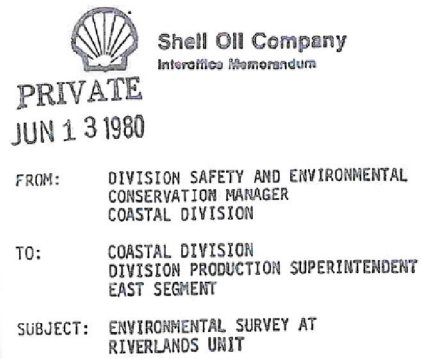
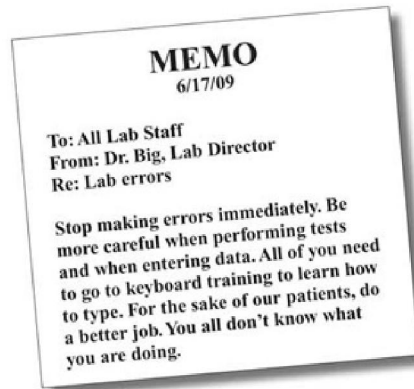
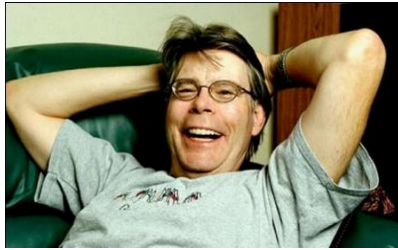
Maximum score : $3 \times 10 = 30$

Maximum result : 10

$$\text{Scoring} = \frac{\text{Student's score}}{\text{Maximum Score}} \times 100$$

Appendix 2

Learning Materials



Claire HUNG

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Given name: Hui-Lin (慧琳)
Nationality: Taiwan, Republic of China
Date-of-birth: 08/16/1974
Language: Mandarin(Native), English(Fluent),
Taiwanese(Fluent), German(Good)



Core Competency:

- Product Marketing Management
Experienced with product definition and product realization. Familiar with product life cycle control, and quality ensuring. Good knowledge of marketing vehicles. Proved ability and skill in coordination with product/ quality team and sales/ marketing team.
- Project Management
Global project experience in different fields; complete experience in country/regional/global headquarter level. Positive and communicative interpersonal skills to lead projects. Experienced and mature personality to deal with uncertainty and risk management..
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Thorough experience of new business development, including market opportunity and competition survey, business target and budget planning, forecast and performance review. Successfully introduced Wireless Module and Cordless Phone businesses and set up E-Business to Siemens Telecom Taiwan.
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Appendix 3

Students' Pre-test and Post-test Scores

Nilai Pre-test (Control Group)

No	Nama	Pre-test
1	AdityaTristiyanto S.	80
2	AnggaAyuPurnama	72
3	AnnisaNurRahmati	89
4	Arum PutriPamungkas	89
5	AuliaTriyani	89
6	DwiCahyoPurnomo	95
7	EkaHerianto	73
8	Ellen Mangestu	82
9	Eli Rahmawati	57
10	ElingHidayat	82
11	FaiqotulMaula	79
12	FlorenSintaDefi	85
13	IkaSaputri	80
14	Indri Hartiyaningsih	66
15	ItaSetiawan	79
16	LilisWidiarti	57
17	LilisYuni Lestari	83
18	LukmaAgustinaAmbarwati	54
19	MuizPrizaKurniawanSaputra	81
20	MukhamadNur Aziz	87
21	NoviaIndawasih	76
22	Pipit Kurniawati	47
23	SeptianPratama	67
24	TitaDedeHariFitrohNurjanah	88
25	TitikMaesaroh	88
26	Tri Rahayu	90
27	UlfiatunKhasanah	63

Nilai Post-test (Control Group)

No	Nama	Post-test
1	AdityaTristiyanto S.	89
2	AnggaAyuPurnama	61
3	AnnisaNurRahmati	97
4	Arum PutriPamungkas	78
5	AuliaTriyani	92
6	DwiCahyoPurnomo	92
7	EkaHerianto	87
8	Ellen Mangestu	93
9	Eli Rahmawati	75
10	ElingHidayat	92
11	FaiqotulMaula	86
12	FlorenSintaDefi	89
13	IkaSaputri	93
14	Indri Hartiyaningsih	78
15	ItaSetiawan	93
16	LilisWidiarti	88
17	LilisYuni Lestari	93
18	LukmaAgustinaAmbarwati	59
19	MuizPrizaKurniawanSaputra	88
20	MukhamadNur Aziz	90
21	NoviaIndawasih	88
22	Pipit Kurniawati	82
23	SeptianPratama	79
24	TitaDedeHariFitrohNurjanah	92
25	TitikMaesaroh	96
26	Tri Rahayu	92
27	UlfiatunKhasanah	75

Nilai Pre-test (Eksperimental Group)

No	Nama	Pre-test
1	AbidZulfaIslamika	65
2	AnisTriyani	61
3	AnsriBekti R	72
4	DiahAyuAnjarwati	76
5	Dian DwiRohmah	50
6	EnggarSaputra	60
7	FajarAnis S	71
8	IbnuHermawan	49
9	IkaNurhidayah	73
10	IkhdaMukaromah	80
11	Irma Agustina	55
12	Kiki Osava	58
13	LaelatunNafisah	74
14	MeggiSetyawan	67
15	MeliFitriani	61
16	MelipAndriyanto	56
17	MohamadIbnu R	63
18	MohamadIkhsanNurulloh	73
19	Norma Yulita Sari	53
20	Pradana	61
21	Rani Afriska	53
22	TeguhSetiawan	51
23	WahyuKhomsiah	66
24	WantriIndriyani	73
25	WikuSanjaya	63
26	Wilantika	67
27	ZamAbubakar	74

Nilai Post-test (Eksperimental Group)

No	Nama	Post-test
1	AbidZulfaIslamika	70
2	AnisTriyani	61
3	AnsriBekti R	75
4	DiahAyuAnjarwati	82
5	Dian DwiRohmah	53
6	EnggarSaputra	70
7	FajarAnis S	80
8	IbnuHermawan	61
9	IkaNurhidayah	76
10	IkhdaMukaromah	88
11	Irma Agustina	68
12	Kiki Osava	69
13	LaelatunNafisah	79
14	MeggiSetyawan	75
15	MeliFitriani	71
16	MelipAndriyanto	65
17	MohamadIbnu R	69
18	MohamadIkhsanNurulloh	79
19	Norma Yulita Sari	71
20	Pradana	66
21	Rani Afriska	69
22	TeguhSetiawan	67
23	WahyuKhomsiah	68
24	WantriIndriyani	86
25	WikuSanjaya	75
26	Wilantika	86
27	ZamAbubakar	78

Appendix 4

Statistical Data

Frequencies

Statistics

Control_pretest

N	Valid	27
	Missing	0
	Mean	76.9630
	Std. Error of Mean	2.43051
	Median	80.0000
	Mode	89.00
	Std. Deviation	1.26293E 1
	Variance	159.499
	Range	48.00
	Minimum	47.00
	Maximum	95.00
	Sum	2078.00

Control_pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	3.7	3.7	3.7
	54	1	3.7	3.7	7.4
	57	2	7.4	7.4	14.8
	63	1	3.7	3.7	18.5
	66	1	3.7	3.7	22.2
	67	1	3.7	3.7	25.9
	72	1	3.7	3.7	29.6
	73	1	3.7	3.7	33.3
	76	1	3.7	3.7	37.0
	79	2	7.4	7.4	44.4
	80	2	7.4	7.4	51.9
	81	1	3.7	3.7	55.6
	82	2	7.4	7.4	63.0
	83	1	3.7	3.7	66.7
	85	1	3.7	3.7	70.4
	87	1	3.7	3.7	74.1
	88	2	7.4	7.4	81.5
	89	3	11.1	11.1	92.6
	90	1	3.7	3.7	96.3
	95	1	3.7	3.7	100.0
Total		27	100.0	100.0	

Frequencies

Statistics

Control posttest

N	Valid	27
	Missing	0
	Mean	85.8148
	Std. Error of Mean	1.86131
	Median	89.0000
	Mode	92.00
	Std. Deviation	9.67168
	Variance	93.541
	Range	38.00
	Minimum	59.00
	Maximum	97.00
	Sum	2317.00

Control_posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59	1	3.7	3.7	3.7
	61	1	3.7	3.7	7.4
	75	2	7.4	7.4	14.8
	78	2	7.4	7.4	22.2
	79	1	3.7	3.7	25.9
	82	1	3.7	3.7	29.6
	86	1	3.7	3.7	33.3
	87	1	3.7	3.7	37.0
	88	3	11.1	11.1	48.1
	89	2	7.4	7.4	55.6
	90	1	3.7	3.7	59.3
	92	5	18.5	18.5	77.8
	93	4	14.8	14.8	92.6
	96	1	3.7	3.7	96.3
	97	1	3.7	3.7	100.0
Total		27	100.0	100.0	

Frequencies

Statistics

Experiment_pretest

N	Valid	27
	Missing	0
	Mean	63.8889
Std. Error of Mean		1.70330
	Median	63.0000
	Mode	61.00 ^a
Std. Deviation		8.85061
Variance		78.333
Range		31.00
Minimum		49.00
Maximum		80.00
Sum		1725.00

a. Multiple modes exist. The smallest value is shown

Experiment_pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49	1	3.7	3.7	3.7
	50	1	3.7	3.7	7.4
	51	1	3.7	3.7	11.1
	53	2	7.4	7.4	18.5
	55	1	3.7	3.7	22.2
	56	1	3.7	3.7	25.9
	58	1	3.7	3.7	29.6
	60	1	3.7	3.7	33.3
	61	3	11.1	11.1	44.4
	63	2	7.4	7.4	51.9
	65	1	3.7	3.7	55.6
	66	1	3.7	3.7	59.3
	67	2	7.4	7.4	66.7
	71	1	3.7	3.7	70.4
	72	1	3.7	3.7	74.1
	73	3	11.1	11.1	85.2
	74	2	7.4	7.4	92.6
	76	1	3.7	3.7	96.3
	80	1	3.7	3.7	100.0
Total		27	100.0	100.0	

Frequencies

Statistics

Experiment_posttest

N	Valid	27
	Missing	0
	Mean	72.5185
	Std. Error of Mean	1.59090
	Median	71.0000
	Mode	69.00 ^a
	Std. Deviation	8.26657
	Variance	68.336
	Range	35.00
	Minimum	53.00
	Maximum	88.00
	Sum	1958.00

a. Multiple modes exist. The smallest value is shown

Experiment_posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	3.7	3.7	3.7
	61	2	7.4	7.4	11.1
	65	1	3.7	3.7	14.8
	66	1	3.7	3.7	18.5
	67	1	3.7	3.7	22.2
	68	2	7.4	7.4	29.6
	69	3	11.1	11.1	40.7
	70	2	7.4	7.4	48.1
	71	2	7.4	7.4	55.6
	75	3	11.1	11.1	66.7
	76	1	3.7	3.7	70.4
	79	3	11.1	11.1	81.5
	80	1	3.7	3.7	85.2
	82	1	3.7	3.7	88.9
	86	2	7.4	7.4	96.3
	88	1	3.7	3.7	100.0
Total		27	100.0	100.0	

Appendix 5

Documentation



Researcher is explaining the materials



Students are following the teaching and learning activity

Appendix 6

Research Permit



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01

10 Jan 2011

13 Januari 2012

Nomor : 125/H.34.12/PP/I/2012
Lampiran : --
Hal : **Permohonan Izin Penelitian**

Kepada Yth.

Kepala Sekolah
SMA N 1 Wanadadi
di Banjarnegara

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survei/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effectiveness of Using Authentic Materials in Teaching Writing to The First Year Students of SMA N 1 Wanadadi Banjarnegara in The Academic Year of 2011/2012

Mahasiswa dimaksud adalah :

Nama : KURNIA CUK HARTANTA
NIM : 06202244163
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Bulan Januari 2012

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dekan

Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001